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ABSTRACT

Members of the National Council of College Publications Advisers were surveyed to determine the predominant management style within which the advisers worked. The choices of management style were restrictive-Theory X and permissive-Theory Y. Respondents were encouraged to give general examples, cite specific incidents, and include clippings from their publications to support their responses. The results agreed with the pretest observation that an overwhelming majority of the advisers would identify themselves with the permissive management styles of Theory Y. The overall percentages of the 74 respondents were 87.83% Theory Y, 1.53% Theory X, and 10.64% who did not directly or by example indicate either Theory X or Theory Y. It was found through the study that there was adviser operational strength in providing an academically defensible publication, in providing a channel of understanding between the student publication staff and others, and in having attained tenure or at least being placed on a track for tenure. (The comments supplied by the responding advisers are discussed, and five student editorials are appended.) (RL)

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A STUDY OF STUDENT PUBLICATIONS ADVISER MANAGEMENT STYLE (THEORY X, THEORY Y)

A Paper Presented to the National Council of College Publications Advisers Convention, Chicago, Illinois

October, 1980

By

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I INTRODUCTION

Overview

As a student publications adviser at a 2 or 4-year college or university, the individual's obligation is one of trust which requires that, to the best of his ability, he should be "a professional counselor whose chief responsibility is to give competent advice to student staff members in the areas to be served --editorial or business." This statement is taken from the National Council of College Publications Advisers Code of Ethics. Its daily application provides albeit the most compelling challenges that anyone at any academic teaching level might have. For performing adequately in all the areas of the student publications adviser may call for this person to have a high level of proficiency as a writer, editor, photographer, page designer plus have specialized knowledge of finance, mechanics and psychology. The anticipated results of the daily, weekly or annual pursuits are embodied in another part of the code which says the adviser should "lead the staff to recognize that the publication represents the college or university, and that the world beyond the campus will in part judge the college or university by the product." The conflict lies then between what and how advice might be given.

One method of studying the relationship of the adviser and the students is perhaps to view it from another perspective, that of business and industry where the process of interaction might be called a "Management style." One example is that of Douglass McGregor who has labeled his model as restrictive Theory X and the more permissive Theory Y. He believed these two opposite sets of assumptions were basic to most management approaches. (* Douglas McGregor, The Human Side of Enterprise, New York: McGraw-Hill, 1960, pp. 33-45.)

Definitions, Theory X, Theory Y (Summary)

A summary of McGregor's Theory X and Theory Y looks like this:

TABLE 1

McGregor's Theory X, Theory Y

Theory X	Theory Y
People dislike work and will try to avoid it.	People do not inherently dislike work.
People have to coerced and threatened with punishment if the organization's goals are to be met.	People do not like rigid control and threats.
Most workers like direction and will avoid responsibility.	Under proper conditions, people do not avoid responsibility.
People want security above all in their work.	People want security but also have other needs such as self-actualization and esteem.

Meanwhile, on the college or university campus each day, the adviser to the student publications is asked to serve as the middleman, as the newspaper/magazine/yearbook staff(s) and administrators, faculty, clerical/ support staff and students not on the publication staff(s) respond to one another.

Definitions, Theory X, Theory Y (Application)

An application by the writer of this paper of the Theory X, Theory Y assumptions to the adviser to student publications is as follows:

TABLE 2

Application By Ames of the
Theory X, Theory Y Assumptions to the
Adviser of Student Publications

Theory X	Theory Y
He is a dictator.	He is a consultant, ombudsman
As a matter of fact, he tells the students what to think.	For the purpose of serving as a knowledgeable resource, he tells students what he knows.
He is worried about the image of the school as reflected by the negative actions of individuals and will do all he can to keep all negative news out of the publication(s).	He is challenged to maintain the credibility of the journalism program in the academic community and sees responsible journalism as his responsiblility to foster in advising.

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II METHODOLOGY

Survey Instrument

During the Spring of 1980, questionnaires were sent to all members of the NCCPA to ascertain from the advisers how they handle "sensitive" stories. The questionnaires sought information on whether the adviser saw himself as a Theory X or Theory Y management representative. Those responding were also encouraged to give a general example or cite a specific incident and were further invited to include a clipping from their own publication. The questionnaire asked what would (or did) the school administration, faculty and student staff expect from the adviser in terms of Theory X or Theory Y. Further, the questionnaire asked what would (or did) happen to the program? Was there a loss of tenure, job, bargaining power with the administration, funds for the program, issues, program (including reassignment and no longer advising), adviser placed on probation (with negative review placed in personal file) or other unpleasantries; and/or gain of state or national award, story picked up by professional media, or support from other source?

Demographic information requested included name, school, city-state, number of years advising at that school, job title, type of school (public, private, 2-year, 4-year).

Pre-Test Response

A pre-test of the questionnaire, was mailed to Terry Vander Heyden, chairman of the NCCPA Weekly Newspaper Committee and then at Northeast Missouri State University, and to all California NCCPA members. Vander Heyden said, "This type of study and presentation will be ideal for our convention gathering." Among the California pre-test replies were these: Dr. Roy Wilson, jounalism instructor/adviser at College of the Desert, Palm Desert, "...You'll get 90-plus percent Theory Y answers which will not relect reality. What people say and what they do are two different things." Dr. Leo V. Young, professor

of journalism, San Francisco State University, "...I have served under nine different college presidents--and, depending upon the year I received such a questionnaire, my response(s) would be contradictory."

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III RESULTS

Overall Findings

While no one commented that his management style would change from one presidential administration to the next, results from the Theory X, Theory Y questionnaire nearly agreed with the thought that an overwhelming majority would say they were Theory Y advisers. The overall numbers for the 74 survey respondees was 87.83 percent Theory Y, 1.53 percent Theory X and 10.64 percent who did not directly or by example indicate they were Theory X or Theory Y. Private 2-Year Junior Colleges had the highest percentage (100.00 of 3) Theory Y respondees. Next came Public 2-Year Community Colleges (93.75 of 16), Public 4-Year Colleges and Universities (93.75 of 31), and Private 4-Year Colleges and Universities (77.27 of 22).

It is interesting to note that the small number of Theory X and "other" responses (12.16 percent combined--nine of the 74) produced some of the most provocative questionnaire replies.

TABLE 3

Percentages of Theory X, Theory Y and
Other Student Publications Management Styles
Among 2- and 4-Year Colleges and Universities

		Theory X	Theory Y	Other
Public 2-Year Community Colleges (16)	%	0	93.75	6.25
	(N)	(0)	(15)	(1)
Private 2-Year Junior Colleges (3)	%	0	100.00	0
	(N)	(0)	(3)	(0)
Private 3-Year Colleges (1)	%	0	0	100.00
	(N)	(0)	(0)	(1)
Private 4-Year Colleges and Universities (22)	%	4.55	77.27	18.18
	(N)	(0)	(17)	(4)
Public 4-Year Colleges and Universities (32)	%	0	93.75	6.25
	(N)	(0)	(30)	(2)
TOTAL (74)	%	1.53	87.83	10.64
	(N)	(1)	(65)	(8)

Theory X and "Other" Responses

Public 4-Year Colleges and Universities

These two "other" responses came from public 4-year colleges and universities:

-- Byron St. Dizier, assistant professor of communication arts and coordinator of student publications, University of Alabama, Birmingham, "Two distinctions need to be made. When the adviser is also serving as the fiscal officer...then he is certainly more than the 'consultant' or 'ombudsman'...The good adviser recognizes the distinction and acts with authority in handling his responsibility for the publications' budgets while serving as a 'knowledgeable resource' in carrying out his duties advising. I think a second major distinction...is one between public and private institutions. A completely different set of laws and philosophies cover public and private colleges."

-- Todd Zeiss, associate professor of English at James Madison University, Harrisonburg, Virginia, and with 10 of his 16 years of advising there, "Business procedures and general content of college magazine were called into question (by administration). Assignment (has been) reduced to literary adviser only; funds shifted from student body to administration; oversight groups established. So far this has been working out better than past procedures."

Private 4-Year Colleges and Universities

These were representative comments from advisers at private 4-year colleges and universities.

-- Arlen Koestler, in first year at Dr. Martin Luther College, New Ulm, Minnesota, the only respondent who said he was a Theory X adviser: "In the final decision, Theory X."

-- Dr. Jessine Reiss, associate professor of journalism with 25 of her 30 years of advising at Cardinal Stritch College, Milwaukee, Wisconsin, "The administration would expect me to suggest to students that equal space be given in next issue (of newspaper) to present an opposite side if one exists.

We have had stories that bordered on the 'sensitive', but we have had no serious repercussions. So it's only speculation on my part as to what could happen." Regarding the possible losses, Sister Reiss said, "Nothing....dra.tic."

-- Arminta T. Baldwin, chairman of Department of English at West Virginia Wesleyan College, 13 of 17 years of advising the yearbook there, "I honestly have no idea. We have not come close to a problem."

-- Gordon C. Henry, director of public relations at Newberry College, Newberry, South Carolina, and 10 of 12 years of advising the newspaper there, "Paper has never run stories on 'fired' staff." He added that the running of a sensitive story would have the "adviser placed on probation (negative review placed in personal file)."

-- Harlan Stensaas, adviser to publications at Oral Roberts University, Tulsa, Oklahoma,"...I operate on Theory Z. I am neither a rigid 'dictator' or a sponge-like consultant or 'ombudsman.' Either role is repugnant to me. And I feel that most problems in publications result from people playing these roles. Of the two, the spineless 'consultant/ombudsman' role is the worst. In my position as adviser to publications, I serve as an educator/teacher/leader. I do not believe that most students respect either of the two roles (listed in the questionnaire, as Theory X or Theory Y). A good share of the world does consist of either/or conditions, but this is not one of them."

Public 2-Year Community Colleges

There was only one public 2-year community college which would be classified as an "other" representative:

-- Dr. Allen L. Bird, director of public information at Northern Oklahoma College, Tonkawa, Oklahoma, "I try to work on a "Y" basis, and do on a day-to-day basis. When anything happens, however, under this president, I will immediately assume an "X" posture. The president recognizes only the Theory X."

Private 3-Year Colleges

The remaining "other" classified responses came from a private 3-year college:

-- Swantina Currie, adviser at Moody Bible Institute, Chicago, III., "Administration (is) Theory X, students (are) Theory Y (and) faculty (is) some of each."

Theory Y Responses

The 64 respondees indicating that they were operating by a Theory Y management style were made up of 29 from the public 4-year colleges and universities, 17 private 4-year colleges and universities, 15 public 2-Year community colleges and three private 2-Year junior colleges. Community colleges and three private 2-year junior colleges. Many made brief supportive comments on their responses and several included clippings and photocopy files to detail how sensitive story incidents had been handled. Initially here, typical comments will be dealt with followed by a more extensive account of several adviser's cases. A complete listing of all Theory Y respondees will complete this section of the paper.

Public 4-Year College and Universities

First, the brief comments typifying those from the public 4-year colleges and universities:

Dr. Louis Ingelhart, director of Student Publications at Ball State University, Muncie, Indiana, with 27 of his 34 years there, said: "Theory Y is firmly established. However, we're in the process of educating a new president."

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John R. Hetherington, associate professor of journalism at California State University/Chico, California, with all five of his advising years there, said: "(We) have established the paper as adhering to professional standards,

rather than as a 'school' paper. We are seen in that role and rarely have to remind faculty-administration of the First Amendment. We support (our)selves through a revenue and that may make a difference. Only isolated pockets of Theory X behavior remain here at the administrative and/or faculty level."

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Schyler Rehart, professor of journalism at California State University/Fresno, Fresno, California, with all 17 of his advising years there, said: "Sensitive stories are handled regularly by student editors. (There is) no firm policy concerning any specific topics except to follow professional ethics."

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Roger V. Wetherington Jr., assistant professor and publisher at California State University/Northridge, Northridge, California, with one of his three years of advising there, said: "All students on the newspaper are in my class. I expect them to do their best on all their stories, especially on the sensitive ones. Only the best reporters get such stories."

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Jim Wojcik, director of student publications at Central Michigan University, Mount Pleasant, Michigan, said: "I have been in this capacity for the past nine years here. I can honestly say, without any type of reservation or qualification, that I have not faced the censorship problem while I have been here. Our students are extremely responsible, not to be confused with timid, in handling all types of stories that a college paper can deal with, including rapes, faculty salaries, corruption in student government, ineffectual administration, etc. without any threat of reprisal to my staff or myself."

He said that the paper receives about seven percent of its funding from the administration of a $300,000 per year budget. The administration also provides his secretary, along with office space, heat and light.

"At no time have we ever felt the heavy hand of administration interference," he reported. "Has administration been angry at material in the paper? Certainly. Has administration let its feelings be known? Certainly. But never has anything been said to any of my staff or myself, regarding our future, our limited funding, our facility in any type of a threatening situation."

He said that the paper is perceived, and is, a strong communication vehicle on the campus, and "I suspect this helps the cause. In addition, our administration has adopted a philosophy several years ago, that a strong paper is good for the campus, a strong paper teaches responsibility, and a strong paper prepares excellent journalists, as evidenced again this spring by 100 percent placement in an economically depressed state and job market. I have had several administrators tell me they were willing to take 'their lumps', as long as stories were based on facts, in order to insure a strong, responsible newspaper. In the nine years I have been here, I have found that those administrators adhere to that policy. A honeymoon? No. Some tension? Yes. Threats of reprisals or censorship? Never, nor any intimidation."

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Harry A. Thiel, newspaper general manager, Illinois State University, Normal, Illinois, with 3½ of his seven years there, said: "I explain the possible results of printing the story, but (it is) the obligation of editors to print what is significant. I ask that all facts be verified and if the facts are verified, the story is complete and if the editors feel it is important, (they can) go with it. What happens afterward happens afterward."

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Patrick Siddons, publisher of the Indiana Daily Student at Indiana University, Bloomington, Indiana, said: "The Charter of the Indiana Daily Student delegates editorial responsiblity to the students who are on the staff of the paper, except where a story is considered libelous. In that case, the publisher has final authority on whether it should be printed.

"Most of the editors and reporters will ask for guidance in the handling of a sensitive news story. In such cases, I, or my assistant, act as a consultant, not a dictator. I set up the pros and cons of the situation for the students' consideration, and I give them the benefit of my knowledge and experience.

"I stress these five points in such situation: 1) Be extremely sure that all facts are straight; 2) Hone the story to a keen edge (sometimes I help), to get rid of amibiguity, editorial comment, innuendo, or suggestive, non-substantiated material; 3) Determine whether all sources have been tapped for input, to avoid a one-sided presentation; 4) Determine--with my assistance and last-word input--whether the story is libelous; and 5) Discuss whether a libel suit could be successfully defended, should the story be printed and a libel action ensue. I usually remind them at this point that the ultimate defendants in such a suit would be me, as publisher, and the Board of Trustees, as owner, and not the students."

The IDS has not been sued for libel since Siddons accepted the assignment in January, 1979, and only once previously in the modern era he said, adding that the paper won that suit. "I can't recall any incident in which the staff has gone against my recommendations and printed a potentially libelous story. More likely, the story would be rewritten, with more complete research, to remove the libelous portions. But this does not mean that we shy away from controversial topics. They are printed often; almost always with some help from me in how they should be handled. However, I don't always know in advance about troublesome stories. Sometimes--not often--the reporter and editors make their own decisions without asking my advice. And sometimes such stories bring down the wrath of administrators, faculty or students."

When complaining groups come to him, he said, "I try to act as a buffer between them and the students, and I attempt to defuse the situation. But I accept no responsiblity for the decision to print the story. I point out the

limits of my authority, as defined in the charter, and I tell complainers that their complaints should begin with the reporters and editors responsible. The staff members accept this readily. As a matter of fact, they are likely to get irked with me if I attempt to settle a complaint without including them. A comment often heard from editors is: 'If So-and-So is so upset about that story, tell him to come and talk to me. I made the decision to run it.'"

Some administrators, he reported, do expect him to be a censor and to ensure that the IDS is a "good news" newspaper and more of a house organ for the university. "I have often made the point that this is not the paper's role or function. I recently wrote a "Guest Appearance" column for the editorial page entitled "College Press: Same Pressures, Less Experience," discussing this point. (Appendix A.)

"But the Board of Trustees has been most supportive in recent years, although that was not the case in the early 1970s, when the board, with several members since retired, was more repressive. We get very little flak from the trustees today. The fact that the IDS is a prize-winning paper and is ranked with the elite of the collegiate press no doubt helps the board members to be more understanding. They feel a measure of pride in the IDS. I have no fear of saying that I--and the paper as well--have the support of the IU administration, even though there may be occasional periods of tension between us."

He doesn't have tenure, he lives on an annually renewable contract, but does have faculty status. "I have never been threatened with loss of position because of something that appeared in the IDS," he said. "We exist on our own revenues from advertising, circulation and job work, so the administration can make no threats to cut off funds. I do have to answer to the IU business manager, should we falter fiscally. But this year, 1979-80, we have done verly well. This office functions most definitely under 'Theory Y.'"

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John Logan, publisher, Indiana University-Purdue University/Fort Wayne, Fort Wayne, Indiana, with all three of his advising years there, said: "Theoretically, I am expected by all concerned to be a Theory Y manager. So far, I've never received any indication that the administration, my board of directors or anyone else wants me to assume a Theory X model of management."

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W. David Brown, coordinator for journalism and adviser, Morehead State University, Morehead, Kentucky, all 14 of his advising years there, said: "While the present admistration of our university on the whole endorses the concept of Theory Y, there is a lingering hope that I can give the sort of advice that would avoid very negative articles in the school paper--and there has been some gnashing of teeth about some things that did appear, but this happens rarely--maybe once a semester--and generally I and my program get good support."

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Lois Sutherland, assistant professor, Northern Kentucky University, Highland Heights, Kentucky, with all 14 of her advising years there, said: "Faculty and students expect Theory Y. Some admistrators--who are afraid of their jobs--adhere to Theory X."

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Margaret "Peg" Austin, intructor and adviser, Kearney State College, Kearney, Nebraska, with all three of her advising years there, said, "...Personnel (here are) very open-minded toward the media, thank goodness. We've written some well-documented, but touchy stories and have had no negative reaction from the administration."

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Dr. C.R. Lyle II, professor of English and journalism, Keene State College, Keene, New Hampshire, with all 20 of his advising years there, said: "I *(advise) in Willie Loeb's--Manchester (New Hampshire) Union Leader territory.* We've been attacked by a governor, banned in the legislature, had the editor called a communist in print and come through pretty well. All three presidents during my term had been college editors or business managers. We've had to fight for our cause mainly against minor bureaucrats. (Th· faculty has provided) all kinds of reaction--mostly supportive, despite individual disagreements. Student staff attitudes have varied. So has the response to them. I subscribe to the 'train 'em and trust 'em' idea. But I'm there in case I'm needed. That means on the spot press nights and available other times."

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Rebecca A. Wilson, business manager, Ohio University, Athens, Ohio, with two years of advising there, said: "Although I have no editorial 'control', I will back my students on any so try as long as they are confident they did proper research, got the facts straight."

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Donald C. Johnson, assistant professor of student publications at Texas A&M University, College Station, Texas, with all three of his advising years there, said: "(The) admistration would like to have seen a total Theory X app·.ach--and said so, without too much confusion. Faculty--especially long-t.mers--tend to have the same approach. Students expect advice and concern--but total control of all publication content at all times, based not only on what they've been taught, but on legal precedent for state schools."

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Dr. Les Hyder, director of student publications at the University of Tennessee, Knoxville, Tennessee, with five of his six years of advising there, said: "(There was an) occupation of (the) Black Cultural Center by black

students. (They were) unhappy with the reassignment of the director of (the) Black Cultural Center." Response from the administration was to "Maintain journalistic credibility of (the) newspaper;" from the faculty there was "no feedback," and the student staff wanted to "maintain paper's jounalistic credibility."

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Barbara Krohn, publisher and adviser at the University of Washington, Seattle, Washington, who said: "Theory Y management is expected of me. Moreover, it's my style. Happily for me, for the students I advise and for college journalism generally, this university's enlightened (so far) administration sought, hired, and continues to encourage and support Theory Y management."

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Richard Manley, assistant professor of journalism at Wayne State College, Wayne, Nebraska, with all 17 of his advising years there, said: "Theory Y prevails. At least, the admistration does support Y, and I suspect the faculty would. Possibly students in general would not really understand Theory Y, but the college newspaper staff knows that Theory Y governs...There has been no real test in a decade, and there is no written or oral policy stated."

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Lisa B. McNerney, instructor, West Georgia College, Carrollton, Georgia, with two of her five years there, said: "Problems in management vary from staff-to-staff--year-to-year...Our most sensitive--but clearly not our best--story this year (1979-80) involved a case of harassment lodged against (the) son of the chairman of the History Department, a nice guy--the father--in addition to being a BMOC--Big Man on Campus. We were encouraged by admistrators to leave names out because only campus action would be taken. That would have to set precedent. We refused and the story was well-covered."

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Private 4-Year Colleges and Universities

Second, the brief comments typifying those from the private 4-year colleges and universities:

Marilyn Eisenberg, assistant professor and adviser at Adelphi University, Garden City, New York, with two years of advising there, said: "The sensitive issue was that advertising had been accepted in the student newspaper for the sale of term papers. This had been accepted in other years without particular outcry, but now pressure was increasing from faculty and administrators. The admistration (a dean) called me and expected a Theory X response, but the faculty were about to investigate through the Faculty Senate. Some suggested (that) I 'do something.' I met with the student staff and suggested that everybody loses when students buy term papers, the students involved, those not involved, and the university in terms of what the degrees would be worth. We discussed it thoroughly, with my requesting only that they reconsider the policy and use their best judgment. They voted ultimately to discontinue acceptance of such ads. A triumph for Theory Y!"

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Dr. Isabel Wheeler, associate professor, Bethel College, McKenzie, Tennessee, all five of her advising years there, said: "Except for one sensitive story condemming the demolition of two buildings, the admistration allows full freedom. A story was printed, discussion followed. Discussion with the president was the limit of what happened. No policy of paper of intended printing was stopped."

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Ginger Koderabek, student publications adviser, Emory University, Atlanta, Georgia, in her first year of advising there, said: "The general reaction to a sensitive story--one in particular (in) the humor magazine--is a call asking "Why did they do that?"--not 'Why did you let them do that?'"

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Doug Tarpley, assistant professor of journalism at Evangel College, Springfield, Missouri, with four of his eight years of advising there, said: "(The) faculty, administration and staff really pretty much approach me from (the) Theory Y perspective. I do know that the admistration would like me to encourage responsible research/investigation about controversial issues--which probably means to encourage students to talk with administrators too. Our president has said that all he asks is for student journalists to 'cover all the bases' and to be thorough. Obviously, he is quite sure he has a strong base of support to allow this relative freedom."

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Carolyn Streddo, public relations director and director of student publications at Indiana Central University, Indianapolis, Indiana, two of her 10 years of advising years there, said: "The administration and PR Department work closely on all areas of communication. There is no threat of censure here--I just need to know what is being said, by whom to whom."

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David R. Ragosin, assistant professor of English at Mount Union College, Alliance, Ohio, with all eight of his advising years there, said: "I have made it very clear to all involved that I advise when asked for advice. I will not censure, and I have no authority to appoint or dismiss staff. No one learns about commitment, responsibility, or good judgment unless he or she is given the freedom to learn--and that means to be allowed to make mistakes."

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Dr. Donald Ryan, professor of communications at Pace University, Pleasantville, New York, with all eight of his advising years there, said: "Because it is clear (that) I work for the editor--i.e., I am appointed by the editor-and do not edit, pre-read or in any way censor, I am left alone when sensitive stories are reported. It took a few years for administration and faculty to realize

that I only gave professional advice to the staff and gave it only after the fact."

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Dr. Richard S. Pressman, faculty moderator of student publications at St. Mary's University, San Antonio, Texas, in his first year of advising, said: "(A) girl was raped. (The) boyfriend asked that (the) story not be printed. I helped the staff arrive at a decision with the boyfriend. We printed it, obscuring identifying facts. Administration position is excellent (Theory Y--student staff is Y, faculty is X.)"

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Public 2-Year Community Colleges

Third, the brief comments typifying those from the public 2-year community colleges:

J.H. Cown, public information director at Lee County College, Beeville, Texas, with three of his four years advising there, said: "Students are advised, but never directed regarding editorial or news material used in their publications. No sensitive issues have arisen. This is a happy institution in which teachers, staff, administrators and students have few gripes."

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Max Hall, head of Journalism Department at Broward Community College, Fort Lauderdale, Florida, said: "...At this school we do not have any problems. The administration is committed to a good, strong journalism program, and they support us in every way. We have published so called 'sensitive' stories, but we have never been subjected to any type of pressure from any source. As Journalism Department head I have a completely free hand in running my department and also as faculty adviser to the student newspaper."

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Virginia Pond, associate professor of English and newspaper adviser at Calonsville Community College, Calonsville, Maryland, with all 11 of her advising years there, said: "(I) got blamed by some faculty (members) for 'blocking' the cable TV tower, making it an issue. (The) final result (was that) the director of (the) Learning Resources Center was fired, (the) tower will not be erected on campus, not, I think, because of paper's efforts, but they may have contributed."

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Dr. Jack Wolkenfeld, professor of English and newspaper adviser at Kingsborough Community College, Brooklyn, New York, with all five of his advising years there, said: "I let students make their own decisions. However, I will make suggestions on handling a story in a professional way, asking students to check with various sources. There is a lot of ambivilance on this issue, but, by and large, the administration makes a major effort to follow Theory Y--this doesn't mean they don't hope to get only good PR in the student paper."

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Clifford M. Brock, journalism instructor at Pima Community College, Tucson, Arizona, with one of his eight years of advising there, said: "In my first year we really didn't have any really sensitive stories. If we did and my students brought them to me, we would discuss them, and if the staff felt they should be run, they would be run. Period. Thus far, all three groups (administration, faculty, student staff) have been surprisingly supportive of my students, the paper and journalism."

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Dr. Michael H. McBride, department chairman and associate professor at Western Texas College, Snyder, Texas, with seven of his 13 advising years there, said: "(An example here was a) play cancellation story--drama production,

a major one, cancelled by college administration. (The claim was) that language and theme (were) not consistent with "community standards.'" (There are) some expectations of acknowledging publication's role as a PR tool--quite erroneously as opposed to lab training tool for student journalists--yet (adviser) still expected...to be supportive of staff story. (There was) no loss. College vice president and academic dean (were) supportive of honesty, objectivity in story--though Drama Department saw story as 'damaging to recruitment, reputation, anti-PR.'"

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Sensitive Story Accounts

Ten of the respondees sent accounts of sensitive stories on their campus. In this group were six from the public 4-year colleges and universities' representatives, one was from the private 4-year colleges and universities group, and three were from the public 2-year community colleges.

Summaries of their cases follow.

Public 4-Year Colleges and Universities

Initially taken up are those in the Public 4-Year schools:

Ernest T. Wyatt, assistant professor at Georgia Southern College, Statesboro, Georgia, with all four of his advising years there, reported that George-Anne, weekly newspaper, has had many sensitive stories "but we've always printed what we feel good-journalism demands. From time to time, administrators, faculty members, and students not associated with the journalism program complain and bring charges against the newspaper and its staff. To date, however, no member of the newspaper staff has been reprimanded or in any other way punished as a result of stories printed. As adviser, I have received no threats from my superiors."

Wyatt said that one story which came to mind concerned a shooting incident on campus. He reported that one student involved in what was evidently a love

triangle, shot his former girlfriend, shot her new boyfriend, and then turned the pistol on himself and committed suicide; this happened in student housing. The girl and the new boyfriend survived the attack, but the boy was permanently paralyzed.

The security guards and the administration here tried to 'control' this news story by releasing no details beyond the fact of the shootings. One dean even admonished student witnesses and friends of the involved students to remain silent, telling the college newspaper reporters nothing. Despite this, the students, with some help from their adviser, got the story, even the details of the story, and won a statewide award for objective news reporting. No administrator or security official attempted to punish student journalists for writing the news, but they did make the news difficult to report."

Wyatt told of another example at GSC, when a number of students were arrested on drug charges and it was widely held on campus that the paper should have looked the other way, so to speak. The story was run on page one of the George-Anne on January 17, 1980. Wyatt indicated that the "administration (was) divided, both X and Y, (with) X stronger, faculty (the same), student staff strongly X and) student body divided, X and Y." Further, Wyatt said, "no punishment" was given in reference to the story.

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Dr. Calude W. Sumerlin, professor and chairman of Journalism Department at Henderson State University, Arkadelphia, Arkansas, with 12 of his 30 advising years there, reported that in November, 1979, The Oracle, a weekly newspaper, printed the story about eight students who were accused of being involved in an alleged rape on campus. Along with the page one story: "Students Withdraw After Incident,' in the November 9 issue, was a column on page two: "Reporter

Receives Threat." It was the column that brought the ire. Two of the eight students apparently involved in the alleged incident were football players. David Ray, editor and writer of the news story and column, interviewed the football coach to see if disciplinary action might be taken against the athletes. The column was critical of the coach, Ralph "Sporty" Carpenter, because Ray said he felt the coach had failed to answer the questions.

In the November 16 issue was a page one story: "Oracles Get Burned" and an accompanying photo: "Up in Smoke." The article reported that more than 2,000 copies of the newspaper were burned by approximatley 20 football players (on November 12). The Oracle was reprinted the same afternoon as the burning had taken place. In the November 16 issue were three letters on the incident. One was from 10 football players apologizing for burning the newspapers, one was from a student saying that the column should not have been written in light of the adverse publicity that the rape had brought; the other, name withheld, said that the coach had been contacted late in the evening via phone rather than in person as the column might have indicated.

Said Sumerlin, "This made the state press, and a large feature with picture and cartoon was used in the Arkansas Democrat. Only the Public Relations Department objected to running the story. I openly told everyone that the only part I objected to in the story was the editor's misspellings and grammatical errors in his haste to write the story."

Sumerlin further said that in addition to the story being picked up by the state press, "the Faculty Senate, in a formal resolution (November 14) commended the staff on printing the story, urged the administration to take disciplinary action...and strongly condemned the football team. The administration made the team pay for the cost of reprinting and put the offenders on probation."

According to the "Oracles Get Burned" story, the statement sent to Dr. Martin Garrison, university president, said in part, "The Faculty Senate deplores the

actions of those Henderson State University students who flagrantly violated the Constitutional rights of freedom of expression and the property rights of the student body of Henderson State University...."

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Terry Vander Heyden, adviser of publications at Northeast Missouri State University, Kirksville, Missouri, prior to his resignation in June, 1980, reported that in September, 1979, one of his reporters on the Index, weekly newspaper, heard from his close, personal friend that the debate coach had aided debaters in stealing books from another state library. "The reporter told the editor, who told me," Vander Heyden said. "My suggestion to the editor was not to talk about it to anyone else, and to pursue the story. I believe that was a Theory Y response."

As the story progressed, Vander Heyden did not know anything about it. "I did not want to!" he said. "I knew that this would be terribly sensitive, and if true, would lead to a faculty member losing a job, and many students losing scholarships or even university status. This all did come true, as the articles indicate. Throughout the series, I would advise the editor to make sure the facts were undeniably correct, not to sensationalize or editorialize. I think this was a Theory Y approach, and it paid off." The student, Deb Wheeler, won third place in the Society of Professional Journalists, Sigma Delta Chi, Region 7 Competition in investigative reporting, and the Kansas City and St. Louis papers picked up the story, giving the Index credit.

"No one else knew about the incident until it appeared in the paper. By not getting involved, I was able to leave the decisions up to the students, and they were able to take the credit for the work," Vander Heyden said. "I believe that if I had taken a Theory X approach, I could have ended up in trouble. If I had controlled the story, sources, edited copy, decided on page placement, or had been involved in any way, I would have been responsible.

Although I am sure administrators would have preferred the story not be printed, it was done so well that they had no choice but to act on the situation. I think this helped the students in learning how to handle a sensitive situation, and in learning what problems occur when getting into an investigative situation.

"It would have been easy for me to take the Theory X approach. After all, this was a colleague who lost his job. I think if I had just told the students not to do the story, that they would be ruining the future of a teacher, that this was too big for them to handle, that they would have dropped it, or at least not pursued it to the extent they did."

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Gerry Lynn Hamilton is in a slightly different position than his public 4-year college or university counterparts as executive secretary of Collegian Inc., in his third year at Pennsylvania State University, University Park, Pennsylvania. Collegian, Inc. is a private non-profit corporation which publishes The Daily Collegian (controlled circulation 20,000) and The Weekly Collegian (paid mail circulation 2,100). The Daily Collegian serves the University Park Campus, which is the main campus of Penn State. The Weekly Collegian serves students at 18 branch campuses across the state and Penn State alumni. Although the newspapers serve Penn State, Collegian, Inc. is financially separate from the university. For example, 20 professional staff members (mostly in production and circulation) are employees of Collegian, Inc. and not employees of the university.

"The student editor has the right to make the final decision on all news and opinion content," Hamilton said. "As adviser I do not have the legal authority within our organization to make decisions with regard to content. However, I do have considerable moral authority and I am able to 'get my way' when necessary through gentle and not-so-gentle persuasion. With regard to questions about content I find that I seldom need to do battle with the editor.

The editor and other student staff members are trying so hard to produce a professional product that they even have a tendency to be somewhat timid at times with regard to what is published."

Hamilton said he finds he is dealing with student editors as if they were peers on a professional newspaper. "So I guess," he said, "the response would be that Theory Y is built into our organization, and I am very comfortable operating in that manner. In controversies I have supported the student editor, who also received the support of our Board of Directors. I do not fear for my job under any circumstances unless I fail to perform my job as executive secretary (chief executive officer) of the corporation and adviser to the student staffs."

One incident last year (1978-79) illustrated the policies of his organization. The focal point of the controversy became whether the editor should publish a page one apology, Hamilton said. The editor did not.

Four charges were brought to the Committee on Accuracy and Fair Play of the Collegian, Inc., by the University Park Campus Black Caucus against The Daily Collegian for publication of six allegedly racist classified advertisements which appeared on January 23, 1979. The ads were copied from the November 14, 1978, issue of The Cape Times of South Africa. They were ordered as a hoax by a man who apparently used a fictious name and the phone numbers of three Board of Trustee members. Letters of apology were written to the trustees and an ad was run on January 24 which read: "The Daily Collegian apologizes for the help wanted ads which inadvertently appeared in Tuesday's paper. We do not condone advertisements which are discriminatory."

The first news story appeared on January 24, page 20: "Prank Ads Provoke Complaints, Board of Trustees Receive Calls," and others were published on page one on January 24 and 29 and February 1, 2, and 5, also 21 letters to the editor were published through February 6. One of the January 29 articles and

photo dealt with a protest which included burning of a rolled up copy of The Collegian. An editorial column appeared on January 29, page two: "The Collegian: The Ends Do Not Justify the Means," written by Dave Skidmore, editor of The Daily Collegian. (Appendix B). This appeared along with a cartoon in jest of the burning.

Skidmore suggested that it was time to discuss the problems rather than holding protest rallies and making bomb threats against the newspaper offices. "It's time," he said in his column, "to stop shouting and burning and time to continue the dialogue...."

As the story was played out in The Collegian and subsequently was picked up by the local and national media, the Committee on Accuracy and Fair Play continued to meet and said in its May 10, 1979, report that "the ads violated The Collegian principles and policies" and that The Collegian business manager was irresponsible in not having someone to screen all ads. The charge that "The Daily Collegian has a 'definite pattern of subtle racism and bias' need(ed) more investigation" before a conclusion could be drawn; the charge that "accepting and publishing such ads violated the law" was felt by the committee to be "a legal question beyond its authority to judge." As the case unfolded Hamilton prepared a 110-page "Special Report: The Collegian Incident--1979," subtitled: "Information Pertaining to Six Racist Classified Advertisements Published January 23, 1979" and published it on May 25, 1979.

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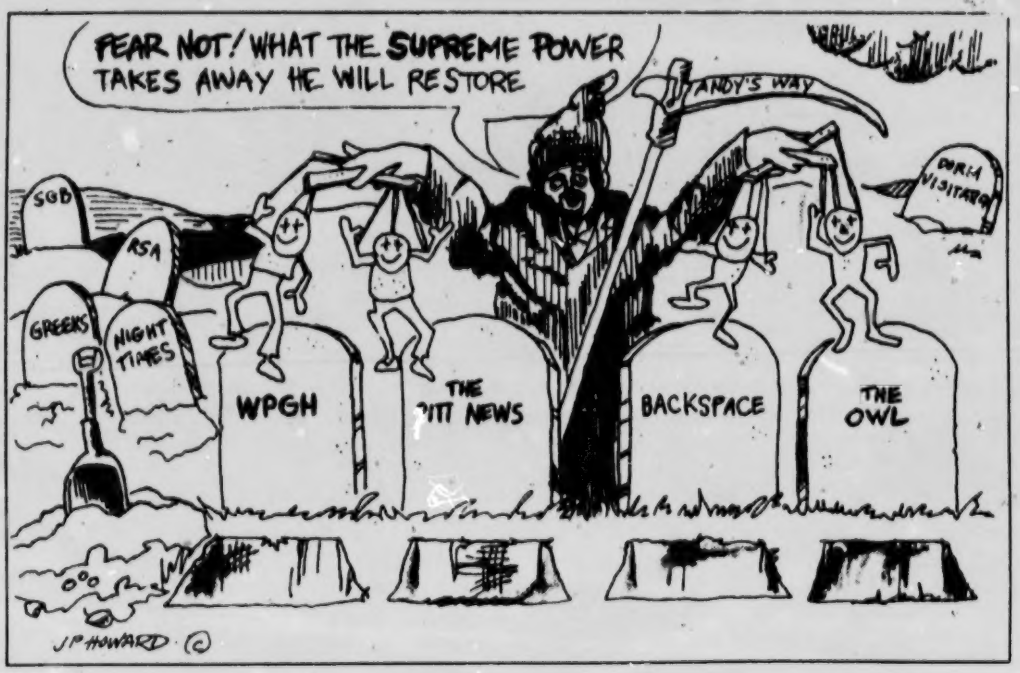
Larry W. Lunsford, assistant director at the University of Pittsburgh, Pittsburgh, Pennsylvania, with four of his six advising years there, reported of a controversary relating to a proposal by the administration to impose a new Media and Publications Board over all student media. The new board would have "vast powers," he said, "including the selection of all chief officers as well as editorial policies, advertising policies, rates, etc.

Lunsford handles sensitive stories by "advising the student reporters of their duties as responsible journalists--to report the news fairly and accurately, check all facts, and to talk with all sides involved. The editor will determine what is and what is not printed concerning sensitive stories, although I will advise on certain legal and ethical matters."

Enclosed with this explanation of his Theory Y management style was a copy of the opinion page from The Pitt News on which appeared an editorial, "Right to a Free Press" (Appendix C) and a cartoon depicting Andy Smith, director of student activities, posed as a grim reaper with marionettes in

hand and standing above the newly dug holes and gravestones of WPGH, The Pitt News, Backspace and The Owl. Lunsford said that Smith was his direct superior.



The editorial said, in part, "...the preamble of the proposed constitution states that the Board of Trustees has charged the vice chancellor for student affairs (Conny Kimbo) with among other things, the responsibility to 'design the supervisory mechanisms that do not conflict with the right to freedom of speech.' The components of the constitution following the preamble do just the opposite--by discouraging freedom of the press: the only tool available to air those issues that are pertinent to students." Further, the editorial pointed out that the Media and Publications Board, under the auspices of

Smith, would be made up of 11 members: four professionals selected by the vice chancellor, two students chosen by the Student Government Board, the media dviser (Lunsford) and the four chief officers of the student media who would be appointed by the Media and Publications Board. The biggest problem faced by The Pitt News was, according to the editorial, that the newspaper "would wary of publishing an editorial criticising the administration for violating student rights or acting against the welfare of students. Instead, the working of the administration would remain a secret, with students never realizing whether they are getting a fair deal in return for their tuition dollars."

Said Lunsford, "(The) administration expected me to support the office's stand since I am an administrator employed by the Division of Student Affairs. The few faculty involved didn't express what position they believed I should take although they opposed the administration. The student staff knew that I was in the middle and expected me to be neutral. (There was) no effect on my position with either students or administration in that I was able to compromise with each to protect my position with both parties. Faculty, ACLU (American Civil Liberties Union) and some national press folks got involved in support of the students, yet the latter faltered, and the administration won out."

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Gary Snyder, director of information service at McNeese State University, Lake Charles, Louisianna, reported that "an interesting situation developed" there in September 1978 when the incumbent district attorney was involved in a race for re-election with a newcomer. "A photograph of the the challenger started circulating around town the week of the run-off," Snyder said. "The negative was traced down to the files of the McNeese photography center, but when checked out, it was discovered that the negative was missing. The Contraband (a weekly newspaper) news staff was the first to learn of the missing negative. After serious deliberation, they went ahead and printed the story." It appeared on page one of the October 6 issue. Along with the story were both the original

photo as it ran on March 8, 1976, when the bearded Leonard Knapp was speaking on campus, and a picture beside it showing an added ponytail to make it look like Knapp was in sympathy with the hippy movement.

"The administration wanted to try and keep the story out of the papers, but I left the final judgment up to the school newspaper editor," Snyder said. "(The) administration (was) unhappy, felt it gave (the) university a bad image.

"After the story ran, the scoop was picked up by local news media, from radio to area newspapers to television. Several of the challengers' friends got mad at McNeese, which was really innocent, but he (challenger Knapp) won the (November 7) run-off anyway. Jim Beam, editor of the Lake Charles America Press, and I sat down about a month after the event and after he heard all the circumstances surrounding the story, agreed that the Contraband staff had handled the matter with sound judgment."

Snyder added this postscript: "You would have to know Louisiana politics to know just how excited, mad, etc. certain people became when the story hit the streets."

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Private 4-Year Colleges and Universities

Next is a 4-year private school incident:

Stephen Martin, chairman and associate professor of mass media at the School of the Ozarks, Point Lookout, Missouri, with five of his advising years there, reported that Soto magazine was discontinued following the publication of Volume 6, Issue 2 dated Summer/Fall 1979. This came with the loss "so far" of "bargaining power with the administration, funds for program/issues, program reassignment and no longer advising, and adviser placed on 'probation'--with negative review placed in personal file."There was an attempt to warn the reader on page two with a column entitled: "Internal Affairs" that this issue

would be different. (Appendix D). In general, the magazine departed from its usual format of being a PR vehicle for the institution, and instead chose to research and report upon areas where it saw the need for change particularly with loosening the religious policies.

One article, "Love It or Leave It" dealt with the cost of attending the institution and the attitude of the administration as reflected by the article's title and the quote blurb within it: "S of O may be unique, but opportunity is not." Another compared the School of the Ozarks with Berea College, south of Lexington, Kentucky. This article said that students at S and O believed in "an environment of control and supression." Martin also wrote an article on "Media and Campus Communications--A Survey" which concluded with this summary: "...students and professors seem to be communicating pretty well with other students and professors. Administrators are only communicating well with other administrators. Nobody is communicating with the outside world."

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Public 2-Year Community Colleges

Last are the public 2-year community college reports:

Jan Rawson, journalism coordinator at Citrus College, Azusa, California, with all 10 of her advising years there, reported that in December 1979 and January 1980 that the Clarion, a weekly newspaper, published three stories on the barring of a panel discussion on the Iranian crisis. The first story: "Speaker Review Board Must Approve Program," in the December 12 issue, page one, said that the college administration had asked that the panel program be approved by the Speaker Review Board. In the story, by Teresa Osti, it was said that Dr. George Carlson, astronomy instructor, was to have discussed the crisis with three Iranian students, but because of the "potential for problems," said John Andrews of College Promotions, the discussion would have to be postponed.

The January 9 issue, page two, had an unbylined story: "Iranian Discussion Off; Bureaucracy Blamed." In the story it quoted H.P. Waters, dean of student activities, as saying, "The Iranian students cancelled out because of the red tape of going through a Speaker Review Board. In the January 16 issue, page one, unbylined, there was a story, "Iranians Deny Cancelling Panel; Threaten Clarion," which said that Dr. Robert Haugh, college president, had passed the word to the Los Angeles County Sheriff's Office on the threat by student Behzad Zia-Ahmadi to bomb the newspaper office. According to the latter story, the student had been upset because he thought the Clarion was "conspiring with the administration."

Said Rawson, reflecting upon the reaction of the college administration to such stories, "Theory X thinking is rampant on campus, at least among administrators and some staff. Self censorship on their part is our biggest problem. They almost all know I would never stop or counsel against publishing ligit news."

The problem at Citrus College is for the reporters to gather information. Rawson, speaking on the plight, said, "Sensitive stories get published if we can get information. --'We' brainstorm on possible sources.--Practically everything negative is stifled at the source--all souces. Anything of this nature requires real investigation by student reporters as they have almost no one in administration, few faculty or security, etc. who will provide any info for a news story. It sometimes comes out in the editorial or commentary, however."

Enclosed with the material from Citrus College was an editorial entitled, "Newspaper vs. Newsletter--Vive la Difference!" (Appendix E.)

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Tom Kramer, professor and adviser at Los Angeles Pierce College, Woodland Hills, California, said "streakers in Roundup, March 21, 1974 issue is an easy

example." Eight photos were run in an issue which dealt with the subject. (There was no story.) One was a crowd reaction photo, two had frontal shots of men and women, the remaining photos (including a small front page "teaster" shot) were rear shots. Photos were on pages one, two and four, the latter a picture page.

Said Kramer, "Administration didn't know before publication (that it would be run); reacted politically after it appeared, expecting a community reaction that never came, probably expected an 'X' adviser reaction. The faculty didn't know before publication; after (had) no reaction. The student staff carefully considered the photos, the possible administrative reaction, and coverage of pro (professional) press before making a decision."

As to what did happen further, Kramer said, "(I) have never heard the end of it; possible indirect administrative reaction in support afterward."

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Don Meade, instructor at Valencia Community College/West, Orlando, Florida, with nine of his 15 advising years there, reported that La Prensa, weekly newspaper, ran a story: "Valencia Foundation--Promotes Funds for College" on page one and an editorial: "Foundation Profits?" in its February 18, 1980, issue.

In the page one story by Jeremy Reynalds said the Valencia Foundation was a private, non-profit corporation designed to raise money for the college. Its major officer is a president, Dr. Ed Gross, who was hired by James Golatscheck, VCC president. The article quoted Lee Young, vice president for business affairs, as saying he felt that foundation money should pass through the office of Preston Rosser, who handled federally-controlled funds. "Gross is really given no direction as to dispersal of funds," it said in the article.

The editorial focused upon two problems: (1) that while the foundation had raised $50,000, the foundation had created a liability of half that amount

to support its existence, and (2) that there was already a Resource Development Office on the campus which dealt with federal and private agencies and award grants.

"Perhaps," said the editorial, "it is not that the foundation is plunging into Valencia's coffers, or sinking the college deeper into debt. Perhaps it is just that the program is in its infancy and needs time to grow to become a financial asset rather than a liability. People need to watch and wait!"

Said Meade, "(The) administration (is) Theory X, (the) faculty (is) Theory X and Y, (the) student staff (is) Theory Y." As to what did happen, Meade reported there have been "considerable pressures from administration through the department chairman (with) limited budget, threats of being replaced (and) this summer (being) reassigned to teach English rather than journalism."

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IV DISCUSSION

In addition to statements which might be necessarily classified as Theory X, Theory Y, or "other" and those easily categorized because of being a 4-year public or private or 2- or 3-year community or junior colleges representatives, there were many comments made by respondees which seemed to be more appropriately handled in a general discussion section. For there were thought-provoking responses on participation in the study itself, problems inherent in the Theory Y adviser in the Theory X administrative setup and suggestions on how to relate to the student staff, faculty and administrators. A summary of the respondents' comments follows:

One of the advisers who follows the Theory Y principles, William A. Bridges, who is chairman at the private 4-year Franklin College, Franklin, Indiana, said he has had support--so far, anyway--from administration, faculty and student staff. But in so far as the questionnaire, he said, "I think you've set up a bit of a straw man here--would anybody follow--or admit to following the Theory X principles you list? Sounds like that horrible Brand X." A response which was similar to Bridges' came from Dr. Leo V. Young, professor of journalism at the Department of Journalism at public 4-year San Francisco State University, San Francisco, California, who said in the pre-test of the study that the X and Y theories might be good for management of for social science projects of the "yes" and "no" variety. But as a teacher he could not "accept them as something applicable to either students, faculty or administration as a generality. Fortunately, we are much more complicated than that." Based on his experience, Young said it might be appropriate to mention that--along with other choices on the questionnaire--he has seen student expulsion, elimination of Associated Students controls and the elimination of the newspaper as an "activity" course, plus establishment of an instructional budget rather than

an activity one, increased budgetary support and increased respect for the program.

"As a journalist," Young said, "I cannot accept either 'People dislike work and will try to avoid it' or 'People do not inherently dislike work as any description of real people in real situations." When a newspaper gets into trouble it is "not on a theoretical basis, but one fixed on hard facts with real people acting and reacting to the facts," he said. "Managers X and Y shouldn't be trusted with any management position. Both belong in a case book for the slightly demented."

Young said that the item under Theory Y on the survey in general "approximates my attitude on most days." But he was also concerned about the "image of the school" because it "reflects on our past and present students--far less our colleagues. I would also expect our graduates to be concerned about the 'image' of the newspaper they work for--I would hope they would do everything to enhance its reputation by good, accurate, interesting and responsible writing."

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Meanwhile, how the publications are received by the readers may also provide impetus for skilled reporting or otherwise. It ties in that how the adviser is perceived is usually reflected in how the student staff carries out its mission. For instance, Joanne Haen, instructor/adviser at public 2-year Kansas City Community College, Kansas City, Kansas, said that the faculty is "mostly Theory Y" while the administration was Theory X and the student staff Theory Y, and she added, "Those who feel we have been of assistance" have provided support. But the student publications at KCCC do not have total acceptance as expressed in response to the statement on what would--or did--happen: "Student Senate cut funds for program, issues" and "constant surveillance." As well, the pressure placed on the adviser sometimes comes from the degree of

continuity this person creates--or sometimes, the lack of continuity that remembering the name of the various editors fails to provide. The adviser may find his mail is inadvertently addressed with his name, "editor--" or he may feel the further extension of other Theory X modes such as those expressed in the comment made by Dr. Richard S. Pressman, faculty moderator of student publications at private 4-year St. Mary's University, San Antonio, Texas, who said: "(While) administration is excellent, much of campus, however, thinks I run the paper minute-by-minute."

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Results from the questionnaire indicated that there were some campus programs where even the student staff was not felt to be overwhelmingly in favor of a Theory Y management style. One example of that came from Susan Presny, director of news and information at private 2-year Schreiner College, Kerrville, Texas. Presny said that while she was in favor of Theory Y and the admistration and faculty was Theory X, the student staff was Theory X and Y. When the sensitive story is covered, it creates intense pressure. "(There is) lots of criticism and misunderstanding of my role and role of (the) student journalist," she said. "(There have been) no gains yet, but we are working on this." While there are no guarantees, part of a possible success secret--approval, perhaps--may be found at Theory X administrative campuses by publishing at least a predictable student publicaton. One example which came from a survey respondent to support this contention was from Carolyn Streddo, public relations director and director of student publications at private, 4-year Indiana Central University, Inianapolis, Indiana. She noted that on one occasion a story "leaked" before the university president was able to make the official announcement of an appointment. "We simply said--honestly--that we didn't have any idea of how it happened." However, the president made it abundantly clear that he did not like to be surprised by what was printed by the school

press. "The president did not like the explanation and advised us to know next time," Steddo said. "No other reprimand has been made."

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No one suggested the "perfect method" which could be prescribed for working with--sometimes "negotiating with"--administrators to resolve the differences of opinion or position which the adviser to a volitle student publications program may find himself in, but it was indicated that there are definitely a few wrong ways to face the challenge. One of these was not to provide a channel of understanding of that delicate role that must be played by the adviser. One example of a positive tact to be taken was illustrated by Lisa B. McNerney, instructor at public, 4-year West Georgia College, Carrollton, Georgia, who said she deals most directly with the dean of student services. "He understands my role and he respects me personally, but he has on occasion felt the need to 'explain administrative 'position' on a particular story. Should my staff and I choose not to take his advice, we hear no more about it."

If the administration looks askance at the value and accompanying cost of having a student publications program, those in charge of the campus academic affairs always have the obvious choice: elimination of the program. Still, this does not happen except in the most severe of budgetary times. Suggested Dr. Jack Wolkenfeld, professor of English at public, 2-year Kingsborough Community College, "A loss of bargaining power and a negative view of requests for funds may be unavoidable, implicit responses." Meanwhile, he described the prevailing attitude at his school--and likely many others--this way: "There is some tension inherent in the situtation, but by and large there's a Theory Y attitude, with a few variations when people get upset." One case of where there was an administrative response to the direction that a student publication was taking was communicated by Richard Manley, adviser at public, 4-year Wayne State College, Wayne, Nebraska, who said that in 1970 the then

president became unhappy with some language in the paper and removed the adviser, a former professional journalist who was teaching political science. The president named Manley adviser and delegated his journalism classes to produce the newspaper. "His only edict," said Manley, "(was to) keep obscene language out of the paper. (But) he did not mention the frequently irresponsible dissent against the administration--which was common nationwide in the collegiate press of that time."

* * * * * * * * * *

While a Theory X profile provides a high degree of safety for the administration, the overwhelming majority of those connected with journalism publication would agree with a statement by Terry Vander Heyden, adviser of publications at public, 4-year Northeast Missouri State University, Kirksville, Missouri, who said prior to his resignation in June, 1980, that "advisers who act on the Theory X idea stifle students' creativity and learning process." Grant Duers, general manager of Students Publishing Company at private, 4-year Northwestern University, Evanston, Illinois, has a related view regarding how Theory Y, Theory X might work on his campus, he said, "You last longer if you subscribe to Theory Y." Barbara M. Scheidel, publications adviser at public, 2-year Highland Community College, Freeport, Illinois, reflected that she felt her "administration (was) hopefully Y" and added that this "requires support by them in terms of accepting my professionalism." Coupled with this was how she saw her role as adviser to the student staff: "Theory Y--advice, not dictatorship."

West Georgia College's McNerney made five other points in the questionnaire response--in addition to her role--which served to point up the variable in the program at many schools. For one, "Faculty members would prefer I follow Theory X, but the rest of us are all comfortable with Theory Y." Two, "President has final approval of budget--student activity fees--so far, no problem however." Three, a story in the school paper (one on asbestos in campus buildings) was

picked up by area newspapers. Four, "Our kids are snapped up as interns and staffers as a result of their experience on (the) paper." Five, "We have won several investigative (story) awards." So long as the students are willing to be responsible in their coverage of especially the most sensitive stories, many college and university administrations were credited by survey respondents as being empathetic with the plight of the student media. One such example was cited by Margaret "Peg" Austin, instructor/adviser at public, 4-year Kearney State College, Kearney, Nebraska. However, in crediting the administration for its posture, an echo from McNerney was heard as Austin added: "We've also won a number of awards."

Indeed, journalistic academic excellence given occasional recognition can't hurt.

* * * * * * * * * *

A key to achieving effective advisement may be to work on ways to ensure respect for the student publications adviser position. For instance, Betty Foellinger, associate professor of journalism at private 4-year Union University, Jackson, Tennessee, simply said, "(I) feel that I operate in an area of mutual trust." Then there is the problem of trying to reach the campus administration without alienating the attitude held toward the student publication itself. Ginger Kaderabek, student publications adviser at private 4-year Emory University, Atlanta, Georgia, expressed this "peacemaker" challenge when she said: "At various points the student newspaper has lost a lot of its ability to communicate with the adminsitration." When this happens, Kaderabek said, "I have eventually been able to patch things up." Another course to create a workable bridge with the administration -- which may keep thoughts of Theory X absent from the picture -- is the suggestion of Jo Graham Stern, director of public relations at private 2-year Georgia Military College: "(Work to have) dialog between student editors and administration." The degree to which a school might

strive to reach an amenable relationship can be stated in many ways. One possible was this one, presumably at least half serious: "Do you think I'm living in dreamland? I doubt it," said Barbara Krohn, publisher/adviser at the public 4-year University of Washington, Seattle, Washington. "Periodically the serpent of administration irritation, with some Daily story, slithers through our consciousness. I suspect that some administrators and faculty would just as soon as abolish the Daily. But, meanwhile making a contrasting point, how can you fault an administration whose supervising vice president and staff come out to play a challenge game of softball with the Daily staff? And when the president of the university pitches the opening innings."

* * * * * * * * * * *

Some of the problems of being Theory Y/X or hybrid variety can be solved by being removed from the traditional setting. For instance, Duers, at Northwestern University, has the advantage of not being an inner part of the campus' academic affairs. Students Publishing Company is incorporated separately from the university "with very little overlap and to date no pressure from the university," said Duers. The arrangement is similar to that at Pennsylvania State University, University Park, Pennsylvania. "I am not a faculty member," said Duers. "I answer only to the students and a board of directors." Another kind of person not faced with the usual Theory X/Y problems was the yearbook adviser. One example: Theresa A. Wachowski, who as assistant director of information services at private 4-year Marion College, Florence, South Carolina, said that, while her management position was Theory Y, "Dignettes yearbook (does) not generally have any sensitive stories." This is probably why Robert L. Baker, instructor of journalism and yearbook adviser at public 4-year Western Kentucky University, Bowling Green, Kentucky, responded with an example of a

Theory Y administrative stance. He said that in the fall of 1979 it was brought to the attention of the university president and other administrators that the Talisman could no longer stay in the black with the same funding level as in 1969-70. Baker said, "Research was gathered citing rising printing costs and how valuable the Talisman was in communicating the university story to the public. Result: an additional $10,000 for next year."

* * * * * * * * * * *

It seems to be an ongoing task to educate the administration--and sometimes the faculty--to accept a Theory Y stance. As hard as the adviser might try to set straight in the minds of the administration the function of the student press, the very effort sometimes is perplexing to the person who time and again takes a stand on behalf of those he teaches. A case in point was made by Dr. C.R. Lyle II, professor of English and journalism at public 4-year Keene State College, Keene, New Hampshire. "Personally, some administrators find me annoying for defense of the college newspaper," he said. "But during the 20 years I've been advanced gradually from instructor to tenured professor. The tenure may be soon useful as parochialism sets in--as it appears to be doing now." Another questionnaire respondee also commented on the value of tenure for the adviser in student publications was Donald C. Johnson, assistant professor and director of student publications at public 4-year Texas A&M, College Station, Texas. "So far," he said, "nothing has 'happened' in any incident in the three years I've been here. I still am untenured, but expect to be. The department head, with whom I share advising duties on all publications, is tenured and usually takes whatever heat comes down, and so far has been able to earn tenure--last year--to stay on the job eight years and virtually all the funding he--or we--could ask."

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V IMPLICATIONS

The Problem

The study was done by mail during the Spring of 1980 with questionnaires being sent to all members of the National Council of College Publications Advisers. Among other questions the survey asked how they thought administrators, faculty and students might assign themselves, as Theory Y or Theory X, and various gains or losses that have or might come from these campus segments in response to their own Theory Y or Theory X identification. The study produced 74 usable responses. The prediction for a 90-plus percent of Theory Y as expressed by one pre-test respondent was nearly borne out (2.17 percent short) but still the study is significant in that it proved--and may in the future provide--a forum of exchange on the plight of the student publications advisers.

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The Conclusions

The results from this study provide support for the contention that the adviser to the college or university student publications is a misunderstood and sometimes, perhaps, seemingly untrusted individual possibly because of those very tennants which led him into journalism in the first place: the search for truth, something that the academic institution may foster through its courses of study but not always in the practice of student publications.

In what may be seen as providing responsible advice for the publication of the student vehicles of expression from the adviser's viewpoint, i.e., a Theory Y management style, can be seen as a threat, i.e. Theory X response, from the administration because of the attempts by the students to carry out what they may concidently be learning in the classroom about First Amendment freedom found in the U.S. Constitution. Indeed, the daily conflict of providing leadership to the students, helping them to learn about the responsibility

that goes with freedom, serves to make being the adviser to student publications one of the most stimulating of all teaching positions.

In a style of leadership, while it must be done subtly at times in a "train 'em and trust 'em" mode, the advisers participating in this study more often, 87.83 percent, saw themselves with identifying with a Theory Y job description: "He is a consultant, ombudsman; for the purpose of serving as a knowledgeable resource, he tells students what he knows; he is challenged to maintain the credibility of the journalism program in the academic community and sees responsible journalism as his responsibility to foster in advising." Only 1.53 percent described the position in Theory X terms: "He is a dictator; as a matter of fact, he tells the student what to think; he is worried about the image of the school as reflected by the negative actions of individuals and will do all he can to keep all negative news out of the publication(s)." Those not completely identifying either Theory Y or X were 10.64 percent.

The results give an indication that the adviser at the college or university will face a greater latitude of problems by the special nature of this type of institution. This is because the press on the private campus does not have the First Amendment guarantees although its students, as individual U.S. citizens do. Also, it would appear that the adviser on the public campus is given more latitude and that the one--whether on the private or public--whose student publication is independent of the institution's central administration is likely the best example of one who can operate as his professional publication manager might.

Responses to the survey did not prove to be an indictment against all college or university adminsitration. Of the 74 advisers returning a usable response, only 17--or 22.97 percent--said that administration was strict or could usually be counted upon to lean strongly toward a restrictive Theory X management style. The other 57--or 77.03 percent--indicated that their

administration was closer to the more permissive Theory Y position, or at least was willing to consider the reaction to sensitive stories on an individual basis.

It was found through the study that there is adviser operational strength in providing an academically defensible publication (usually), and a channel of understanding between the student staff and others coupled with the adviser having attained or at least being placed on a track for tenure. The strand of hope was expressed by many of the respondees: that is, with more contact by them to those in decision-making positions, more continuity provided by longevity of their employment as the student publications adviser, the greater the possibility that the campus administration will respect the volatile stance of responsibility inherent in the assumption of the role.

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VI EPILOGUE

While this writer has not included his own institution,the private 4-year Pepperdine University, among the counted study responses, it may be worthwhile to include a few thoughts on Theory X, Theory Y, and student publications as practiced in the undergraduate program on the Malibu, California campus.

First, the writer has the advisory responsibility for the Graphic weekly newspaper, Oasis annual feature magazine, and Impressions, the yearbook. Included in the position are fiscal and personnel management responsiblities. Second, the writer also teaches courses in news reporting and publication layout/design and acts as a program adviser to about 35-40 students.

During this writer's first two years of employment in the Seaver College liberal arts program, students have routinely handled several sensitive stories with the adviser's guidance. However, the areas of greatest challenge in relationship to the administration interests have been in content and mechanics. That is, how to set down the standards for the students so they might (1) know when they have adequately covered and published the news and (2) effectively employed language skills in the news and editorial columns. Neither of these pertain to Theory X and Theory Y, but rather to looking at methods whereby the institution might best prepare students for life after they have had their final byline/creditline in a student publication. These are being handled by a Media Committee, newly created Student Publications Media Guidelines and required passing of a mechanics test or language skills for mass communications course before taking the news reporting course. In addition, there is a more intensive critique of published work and a weekly accuracy check on stories. As the program gains content and mechanical credibility, greater administrative acceptance of the student publications is an anticipated result.

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VII PARTICIPANTS

PUBLIC 4-YEAR COLLEGES AND UNIVERSITIES (32)

Theory X (0,0)

(None)

Theory Y (30, 93, 75)

Ball State University
Muncie, Indiana 47304
Dr. Louis Ingelhart
Director of Student Publications
and
David L. Knott
Coordinator of Operations

California State University, Chico
Chico, California 95929
John R. Hetherington
Associate Professor of Journalism

California State University, Fresno
Fresno, California 93740
Schyler Rehart
Professor of Journalism

California State University, Northridge
Northridge, California 91330
Roger V. Wetherington Jr.
Assistant Professor of Journalism, Publisher

Central Michigan University
Mount Pleasant, Michigan 48859
Jim Wojcik
Director of Student Publications

Central Washington University
Ellensburg, Washington 98926
James Goodrich
Director of Mass Media

Chicago State University
Chicago, Illinois 60628
Jim Friend
Associate Professor of English

East Texas State University
Commercie, Texas 75428
Robert T. Binder
Associate Professor, Business Manager of
Student Publications

Georgia Southern College
Statesboro, Georgia 30460
Ernest T. Wyatt
Assistant Professor of Journalism

Henderson State University
Arkadelphia, Arkansas 61923
Dr. Claude W. Sumerlin
Professor and Chairman, Journalism Department

Illinois State University
Normal, Illinois 61761
Harry A. Thiel
Newspaper General Manager

Indiana University
Bloomington, Indiana 47405
Patrick Siddons
Publisher

Indiana University/Purdue University at Fort Wayne
Fort Wayne, Indiana 46805
John Logan
Publisher

Kearney State College
Kearney, Nebraska 68847
Ms. Margaret "Peg" Austin
Instructor/Advisor

Keene State College
Keene, New Hampshire 03431
Dr. C.R. Lyle II
Professor, English and Journalism

McNeese State University
Lake Charles, Louisiana 70605
Gary Snyder
Director of Information Services

Morehead State University
Morehead, Kentucky 40351
W. David Brown
Coordinator for Journalism

Northern Kentucky University
Highland Heights, Kentucky 41076
Mrs. Lois Sutherland
Assistant Professor of Journalism

Northeast Missouri State University
Kirksville, Missouri 63501
Terry Vander Heyden
Former Adviser of Publications

North Texas State University
Denton, Texas 76203
Dr. Richard H. Wells
Assistant Professor and Newspaper Advisor

Ohio University
Athens, Ohio 45701
Ms. Rebecca A. Wilson
Business Manager

Pennsylvania State University
State College, Pennsylvania 16802
Gerry Lynn Hamilton
Executive Secretary, Adviser of Collegian, Inc.

Texas A&M University
College Station, Texas 77843
Donald C. Johnson
Assistant Professor and Director of Student Publications

University of Pittsburgh
Pittsburgh, Pennsylvania 15260
Larry W. Lunsford
Assistant Director and Newspaper Adviser

University of Tennessee
Knoxville, Tennessee 37917
Dr. Les Hyder
Director of Student Publications

University of Texas, El Paso
El Paso, Texas 79968
Willard Brooks
Director of Student Publications

University of Washington
Seattle, Washington 98195
Ms. Barbara Krohn
Publisher/Adviser

Wayne State College
Wayne, Nebraska 68787
Richard Manley
Assistant Professor of Journalism

West Georgia College
Carrollton, Georgia 30118
Ms. Lisa B. McNerney
Journalism Instructor

Western Kentucky University
Bowling Green, Kentucky 42101
Robert L. Baker
Journalism Instructor/Adviser

Other (2, 6.25)

James Madison University
Harrisonburg, Virginia 22801
Todd Zeiss
Associate Professor of English

University of Alabama, Birmingham
Birmingham, Alabama 35294
Byron St. Dizier
Assistant Professor and
Director of Student Publications

PRIVATE 4-YEAR COLLEGES AND UNIVERSITIES (22)

Theory X (1, 4.55)

Dr. Martin Luther College
New Ulm, Minnesota 56073
Arlen Koestler
Journalism Adviser

Theory Y (17, 77.22)

Adlephi University
Garden City, New York 11530
Marilyn Eisenberg
Assistant Professor/Faculty Adviser

Bethel College
McKenzie, Tennessee 38201
Dr. Isabel C. Wheeler
Associate Professor of Journalism

Cabrini College
Radnor, Pennsylvania 19087
Dr. Jerome Zurek
Chairman of Journalism Department and Adviser

Emory University
Atlanta, Georgia 30322
Ginger Koderabek
Student Publications Adviser

Evangel College
Springfield, Missouri 65802
Doug Tarpley
Assistant Professor of Journalism

Francis Marion College
Florence, South Carolina 29501
Theresa A. Wachowski
Assistant Director of Information Services

Franklin College
Franklin, Indiana 46131
William A. Bridges
Chairman, Journalism Department

George Williams College
Downers Grove, ILlinois 60515
Dr. Kenneth William Meeks
Assistant Professor of Economics

Indiana Central University
Indianapolis, Indiana 46227
Carolyn Streddo
Public Relations Director and
Director of Student Publications

Mount Union College
Alliance, Ohio 44601
David R. Ragosin
Assistant Professor of English

Northwestern University
Evanston, Illinois 60201
Grant Duers
General Manager, Students Publishing
Company, Inc.

Pace University
Pleasantville, New York 10570
Dr. Donald Ryan
Professor of Communications

Pan American University
Edinburg, Texas 78539
Harry Quin
Director of Student Publications

School of the Ozarks
Point Lookout, Missouri 65726
Stephen Martin
Chairman and Associate Professor of Mass Media

St. Mary's University
San Antonio, Texas 78284
Dr. Richard S. Pressman
Faculty Moderator of Student Publications

Tulane University
New Orleans, Louisiana 70118
Mindy McNichols
Adviser to Media

Union University
Jackson, Tennessee 38301
Betty Foellinger
Associate Professor of Journalism

Other (4, 18.18)

Cardinal Stritch College
Milwaukee, Wisconsin 53217
Sr. Jessine Reiss
Associate Professor of Journalism

Newberry College
Newberry, South Carolina 29108
Gordon C. Henry
Director of Public Relations

Oral Roberts University
Tulsa, Oklahoma 74171
Harlan Stensaas
Adviser to Publications

West Virginia Wesleyan College
Buckhannon, West Virginia 26201
Arminta T. Baldwin
Chairman of Department of English

PUBLIC 2-YEAR COLLEGES (16)

Theory X (0,0)

(None)

Theory Y (15, 93.75)

Bakersfield College
Bakersfield, California 93305
William Walker
Director of Student Publications

Bee County College
Beeville, Texas 78102
J.H. Cown
Public Information Director

Broward Community College
Fort Lauderdale, Florida 33314
Max Hall
Head, Journalism Department

Calonsville Community College
Calonsville, Maryland 21228
Mrs. Virginia Pond
Associate Professor of English

Citrus College
Azusa, California 91702
Jan Rawson
Journalism Coordinator

Eastern Arizona College
Thatcher, Arizona 85552
Paul E. Phelps
Instructor, Public Information Director

Highland Community College
Freeport, Illinois 61032
Barbara M. Scheidel
Publications Adviser

Kansas City Community College
Kansas City, Kansas 66112
Ms. Joanne Haen
Journalism Instructor/Adviser

Kingsborough Community College
Brooklyn, New York 11235
Dr. Jack Wolkenfeld
Professor of English

Los Angeles Pierce College
Woodland Hills, California 91361
Tom Kramer
Journalism Professor/Advisor

Pima Community College
Tucson, Arizona 85709
Clifford M. Brock
Journalism Instructor

Seminole Community College
Sanford, Florida 32771
Pat Thomas
Journalism/English Instructor

Valencia Community College, West
Orlando, Florida 32811
Don Meade
Journalism Instructor

Western Texas College
Snyder, Texas 79549
Dr. Michael H. McBride
Department Chairman, Associate Professor

Other (1, 6.25)

Northern Oklahoma College
Tonkawa, Oklahoma 74653
Dr. Allen Bird
Director of Public Information

PRIVATE 2-YEAR JUNIOR COLLEGES (3)

Theory X (0,0)

(None)

Theory Y (3, 100.00)

Georgia Military College
Milledgeville, Georgia 31061
Jo Graham Stern
Director of Public Relations

St.Gregory's College
Shawnee, Oklahoma 74801
Mike McCormick
Instructor/Public Relations Director

Schreiner College
Kerrville, Texas 78028
Susan Presny
Director, News and Information

Other (0,0)

(None)

PRIVATE 3-YEAR COLLEGES

Theory X (0,0)

(None)

Theory Y

(None)

Other (1, 100.00)

Moody Bible Institute
Chicago, Illinois 60610
Swantina Currie
Newspaper Adviser

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PARTICIPATING IN PRE-TEST, BUT NOT IN REGULAR STUDY

Public 4-Year Colleges and Universities

San Francisco State University
San Francisco, California 94132
Dr. Leo V. Young
Professor of Journalism

Public 2-Year Community Colleges

College of the Desert
Palm Desert, California 92260
Dr. Roy Wilson
Journalism Instructor/Adviser

Santa Barbara City College
Santa Barbara, California 93109
Rob Reilly
Publications

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APPENDICES

A. "COLLEGE PRESS: SAME PRESSURES, LESS EXPERIENCE"

B. "THE COLLEGIAN: THE ENDS DO NOT JUSTIFY THE MEANS"

C. "RIGHT TO A FREE PRESS"

D. "INTERNAL AFFAIRS"

E. "NEWSPAPER VS. NEWLETTER--VIVE LA DIFFERENCE!"

APPENDIX A

"COLLEGE PRESS: SAME PRESSURES, LESS EXPERIENCE"

Column in Indiana Daily Student

Indiana University, Bloomington, Indiana

By Patrick Siddons, Publisher

One of the nice things about the First Amendment is that it makes no exceptions.

I mean, it says, "Congress shall make no law...abridging the freedom of speech, or the press..."

It doesn't say a word about excluding the student press. So, college newspapers such as this one are entitled to essentially the same rights as professional publications.

But freedom of the press is no more absolute on the campus than it is in the real world. Court decisions, while generally upholding that freedom, have nevertheless laid down some significant "buts" for the student press.

One decision states that state school officials can't infringe on their student's right of free and unrestricted expression, unless there is material and substantial interference with the institution's disciplinary requirements.

Another cites the need of the school to maintain the order and discipline necessary to protect the educational process.

But mere disagreement with the paper's content or style, is not sufficient grounds for administrators to censor or restrict a student publication. And there are court rulings prohibiting administrators from suspending funding for publications as a means of enforcing editorial standards.

Such harrassment does not exist here. The Daily Student gets along well with the university hierarchy, with occasional exceptions. But while the

folks in Bryan Hall may disagree sometimes with what they read in these pages, I can't recall any direct threat of censorship or restraint.

The Daily Student Charter, approved by the Board of Trustees in 1969 after being created by a Faculty Council committee, requires the paper to serve as a forum of opinion for the exchange of ideas from all its constituent groups.

The document specifies that the University must provide sufficient editorial freedom and financial autonomy to allow the Daily Student to pursue its goal as a vehicle for free inquiry and free expression in the academic community.

The Charter gives the paper the status of an auxiliary enterprise of the university, which means it is owned buy not supported financially by the university. It exists off its own revenues from advertising and circulation sales and from job work. No general fund money is appropriated for the operation of the paper.

Every one of the persons mentioned in the masthead on the Opinion Page is a student. Every one attends class, studies and pulls occasional all-nighters, just like his 31,000 peers here.

There are admittedly lapses in the editorial quality of the paper. Those students are still perfecting their skills and some days they do better than others.

Some days it takes a lot of courage to look at the Daily Student. Stories may be unprofessionally prepared. Headlines may be inaccurate. Facts may be skewed. Syntax may be foggy. Names may be misspelled. Titles may be in error.

But every slip is marked on the daily critique which is done by the assistant publisher, and the intention is that it won't reoccur and that the offender will learn from it.

During the fall and spring semesters, several hundred accuracy questionnaires are sent to persons mentioned as sources in Daily Student news stories. The idea is to find out how good a job the reporter did of getting the story right.

About 80 percent of the replies are positive, with comments indicating that the source has no quarrel with the story. That's a pretty good batting average, considering that the highly paid professionals who participate in our national pastime, baseball, are considered superstars if they connect with the ball only a third of the time they swing.

When they are ready for professional jobs, Daily Student staff people are much in demand. Newspaper recruiters beat regular paths to Ernie Pyle Hall.

They are looking for talent and they are looking for potential.

And they are looking at young people who still don't know very much about this business aside from what they have been taught in the classroom and what they have learned in their on-the-job training at the Daily Student.

Their four years have truly been an education, just as much as for the chemistry graduate, the English major or the student athlete. Some learn their lessons better than others.

The students are responsible for the content and the appearance of the Daily Student. It's a responsibility that's not taken lightly, and when the paper wins national awards, as it has this year, it's the students who deserve the credit.

But when things go wrong, it's also the student's fault. A Daily Student reporter hurts just as much inside when he or she messes up a story as an IU football player does when he drops a touchdown pass or an IU basketball player when he missed layup.

In each case, those who complain should not forget that the object of their scorn is, first, a student.

APPENDIX B

"THE COLLEGIAN: THE ENDS DO NOT JUSTIFY THE MEANS"

Column in The Daily Collegian

Pennsylvania State University, University Park, Pennsylvania

By Dave Skidmore, Editor

The Daily Collegian is being used.

Not only are we being used as a visible scapegoat for the anger of a black community that believes the white community and University are unresponsive to its needs, we're being used as a public relations gimmick, a means to draw attention to a wide range of grievances that go beyond the scope and importance of the Collegian incident.

The ends of the protesters using the Collegian are above reproach. But from the perspective of one who is used, I have to question the protestors' means. True, it's time we realize that the experience of many blacks in Happy Valley is anything but happy. It's also true that a pattern of blatant or even very subtle prejudice in an educational institution or a community is a vital concern to the entire community as well as the black community.

But once those realizations are made, it's time to sit down and talk constructively--without shouting or picketing--about what we can do about the problem. Until yesterday, with the forum between Black Caucus and the Collegian, and the caucus and the university administration, that hasn't happened.

What has happened is two protest rallies, a bomb threat at the Collegian office, burnings of Collegians on the steps of Carnegie Building and personal threats to the editors and the business manager of the paper.

The reason for all this is seemingly a very specific one--my failure to apologize on the front page of the paper for six racist advertisements appearing in Tuesday's (January 23), help-wanted section.

The advertisements, lifted directly from the South African Cape Times, were blatantly offensive and should never have been published. The man placing the advertisements, which unknown to us contained the numbers of three University trustees, said their purpose was to measure public response and to show people the truth about apartheid in South Africa. The business staffer, not realizing the consequences, bought the line and let the advertisements go through.

No one disputes that the advertisements should never have been printed and that the Collegian advertising screening process was inadequate. More stringent screening procedures have since been instituted by the business manager.

But many members of the black community say that the Collegian's failure to print a front page apology from the editor shows not only that the paper is careless, but that it condones such racism.

Provost Edward D. Eddy told me that the Collegian appears to be standing on a legalism, a technicality, in its refusal to print additional apologies. Perhaps that's so, but in our minds anyway, these "legalisms" are important.

To understand these technicalities" it is necessary to understand the structure of power and responsibility of the non-profit corporation called Collegian, Inc.

At the top is an 11-member board of directors, composed of undergraduates, faculty members and a graduate student. The board as publisher of the Collegian is legally responsible for the operation of the paper. It approves the paper's budget, sets long term goals, elects the editor and business manager and maintains a committee on accuracy and fair play to hear grievances that cannot be resolved by the students staffs.

The day to day operations of the paper are entrusted to a student editor and a student business manager. Each work as equals and neither one has any power or responsibility for the other's area.

The business manager, according to a job description approved by the paper's directors, is "responsible for the newspaper's overall business operation including advertising." The editor is responsible for the "day-to-day operations of the editorial staff" and "for the Collegian's entire news content."

It is clear to people familiar with the Collegian, but not to the general public, that the editor is not responsible for the advertising content of the paper. I have not personally apologized for the advertisements because I would feel hypocritical apologizing for something for which I am clearly not responsible.

I can say that I agree the advertisements were racist. I can say that I regret that the incident happened. I can say that I have made a sincere effort to understand just how offensive the ads were. I can say that the incident made me take a closer look at my own staff and the editorial content of the paper. But I cannot apologize for the advertisements on behalf of the paper.

Business Manager Judy Stimson apologized on behalf of the paper through an advertisement the day after the help wanted advertisement appeared. She has since been quoted in news articles as personally apologizing for the incident.

In an atmosphere of pressure, protests, burnings, and threats, I question how sincere additional apologies would be.

Virginius B. Thorton, coordinator of the black studies program at the university, said he is preparing a booklet of examples proving a pattern of racism at the Collegian. The examples he used may or may not be examples of subtle racism, I don't know. We have not discussed them in enough depth to come to any mutual conclusions. I could cite examples from the Collegian

including the January 18 editorial asking the University to begin divesting itself from its South African holdings that show a pattern of vocal support for minorities.

But that's just the point. It's time to stop shouting and burning and time to continue the dialogue begun at yesterday's meeting.

APPENDIX C

"RIGHT TO A FREE PRESS"

Editorial in The Pitt News

University of Pittsburg

Pittsburgh, Pennsylvania

There currently is a proposal on the desk of the vice chancellor for student affairs that if passed, may eventually destroy freedom of the press at Pitt.

The proposal revamps the constitution of the Media and Publications Board, effectively placing control of Pitt's sutdent media under the Office of Student Activities.

Ironically, the preamble to the proposed constitution states that the Board of Trustees has charged the vice chancellor for student affairs with, among other things, the responsibility to "design supervisory mechanisms that do not conflict with the right to freedom of speech." The components of the constitution following the preamble do just the opposite--by discouraging freedom of the press: the only tool available to air those issues that are pertinent to students.

Among the provisions under the proposed constitution that restrict freedom of the press is the stipulation that the chief officer of each student media group will no longer be elected internally. Instead, the Media and Publications Board will appoint and move, if necessary, the chief officers because elections end up to popularity contests, according to Director of Student Activities, Andy Smith. These popularity contests, according to Smith, cause a poor working atmosphere for the individual organization.

Smith's reasoning is ludicrous because elections of these officers will be in the hands of individuals who, for the most part, have little or no

knowledge of the workings of each organization. How, then, will the board elect an officer without actually working with the candidate at the organizational level?

The situation becomes more complicated when one considers that the Media and Publications Board, under the proposal, will be under the auspices of the director of student activities.

Both the vice chancellor for student affairs and the director (who has been delegated the authority to supervise the campus media by the vice chancellor) constitute the greatest threat to each organization's editorial freedom and individual autonomy.

Earlier this week Smith said that uder the revised constitution, he would have the power to veto any decision by the board related issues.

This clause give the director of student activities virtual dictatorial power over the Media and Publications Board. If the director does not like one of the board's decisions, he can easily veto it.

As for the vice chancellor for student affairs, he has to power to approve amendments to the proposed constitution or, if he chooses, to strike down amendments that do not meet his approval. Also the vice chancellor may suggest and implement his own amendments to the proposed constitution.

Even the provisions in the proposed constitution detailing the make-up of the board itself give the vice chancellor and the director of student activities inordinate amounts of power.

According to the porposal, the board will consist of eleven members selected by various means. Four members will be professionals appointed by the vice chancellor. An obvious flaw in this provision is that no criteria for the vice chancellor to follow in making these appointments are listed in the document. It is hard to imagine a university administrator attempting to choose qualified professionals from areas of interest he knows little about.

The Student Government Board (SGB) according to the proposal, will choose two student members for the board. Again, no criteria are listed concerning the student appointments except that members of SGB and other governing organizations cannot serve on the board. Without these criteria, the SGB could easily appoint friends or individuals with similar views to serve on a board which governs The Pitt News which in turn, regularly reports the actions of SGB.

One of the voting members of the board will be the media adviser, who works for the director of student activities. Any vote by this individual may be influenced by the views of his employer.

The other four members will be the chief-of-officers of each media group, who (coincidentally) are appointed by the Media and Publications Board.

The board appointment process gives both the director of student affairs even more power over the campus media. Not only do they have veto power over the board, they also have excessive input in choosing the board's membership.

The Board itself, according to the proposed constitution, will have the authority to "approve the Statement of Purpose, Constitution, Bylaws and editorial policies" of all the student media and publication.

This provision is perhaps the most ominous of all.

It takes away the freedom of the media organizations though its power to approve editorial policy and organizational structure. In addition, a higher authority (i.e. the director of student activities or the vice chancellor for student affairs) has the power to veto decisions by the board. Thus, an individual media organization has little control of its own destiny.

There are other stipulations in the proposed constitution that are equally unjust to Pitt's student media but are too numerous to state here.

If the proposed constitution is approved, the basic premise that our nation's press is founded on will be destroyed at this university.

The role of the press is to serve as a watchdog of government and the peoples' advocate. At Pitt, The Pitt News is responsible for reporting on the university government--the administration.

How then will the editors of The Pitt News report on the administration's activities if the member of that administration control The Pitt News through the Media and Publication Board?

If the Washington Post or the New York Times was controlled financially and editorially by the government, this nation would be in serious trouble.

Similarly, the University of Pittsburgh--its students, faculty and staff--would suffer if the campus media is controlled by the administration.

According to the proposed constitution, the board of trustees charged the vice chancellor for student affairs to set up the Media and Publications Board to supervise the campus media without conflicting with "the right to freedom of speech." Vice Chancellor Conney Kimbo will have failed to abide by the trustees' wishes if he approves the proposed contitution.

Pitt students will suffer even more than the media groups if the proposed constitution is approved. The Pitt News, for example, would wary of publishing an editorial criticizing the administration for violating student rights or acting against the welfare of students.

Instead, the interworkings of the administration would remain a secret, with students never realizing whether they are gettin a fair deal in return for their tuition dollars.

We urge Pitt students, faculty, and staff to request a copy of the proposed constitution from the office of student activities and voice their opinion on the document. Public discussion of this issue is essential if Pitt students are to retain two of their fundamental rights--freedom of speech and freedom of the press.

APPENDIX D

"INTERNAL AFFAIRS"

Column in Soto

School of the Ozarks, Point Lookout, Missouri

This issue is definitely a time of stepping out for Soto magazine. A decision was made and carried out to form Soto into a real magazine, one casting out the old, front-of-a-yearbook style and bringing in a magazine with fresh ideas, intriguing stories, higher quality photos and analysis of subjects with a broader interest and perspective.

Soto will now be carrying out its part as the student magazine of The School of the Ozarks (S of O) highlighting not only things that happen on campus, but those that happen off-campus that directly affect the S of O student body. In reporting such off campus activities, it is hoped that students will gain some insight as to the happenings in the world around us--although the S of O gates seem to separate us from this world.

Soto has established several new departments. Among these are "Deja Vu," a summary of the last two semesters' main events. This a a department for those student who are used to the old format--perhaps an attempt to reduce the shock.

"Author, Author" and "Campus Creativity" are both reflective departments. Their part in the magazine will be to reveal some of the talent that S of O has on campus. In this issue, Dwayne Clark reveals his philosophy of living and Doris Rutter displays her style of art.

"Student Savers" is a new department in several ways. Soto magazine has not had advertising for several years and an extension of having these ads is the coupons available to the students. These merchants have supported Soto magazine and its readers by submitting advertisements and coupons. Patronize their establishments! It's to your benefit.

Another new development within Soto this semester is the cover story. Soto made a special trip to Berea College this past semester to interview the students, talk to administrators and faculty members, and generally get a better idea of what this potential parellel S of O is really like.

Finally, as the theme of the entire magazine suggests, many of the stories call attention to some object of our college and suggest that growth must always continue, which sometimes means change--even at S of O. To sum the magazine up, it suggests change and, inevitably, growth--step one.

Step two is the call for action. Many S of O students are particularly noted for their passiveness. Apathy is a constant cry among those students who are involved and trying to make a move toward a constant goal of truth and right. But the action is up to us, as students.

Change at S of O is not impossible--as noted in several articles contained in this magazine. But the first change must occur with you.

The choice is yours.

APPENDIX E

"NEWSPAPER VS. NEWSLETTER--VIVE LA DIFFERENCE!"

Editorial in the Clarion

Citrus College, Azusa, California

What exactly is a newspaper? The Clarion staff is faced with the task of providing an adequate example every time we sit down at a typewriter.

A newspaper should be an effective tool for the dissemination of information of interest to a wide range of readers. The key to an effective newspaper is information.

All we at the Clarion asks of campus sources is a little cooperation in gathering this important information. When seeking essential facts for a story, we are continually met with a "We don't want that in the paper" reaction by teachers, administrators, and others.

Should we print just what the administration and faculty or student government leaders want? This would certainly defeat the purpose of a newspaper that seeks to provide all readers with truthful news of campus events and activities.

As journalism students, our experience and instruction has given us an idea as to what belongs in print. We try at all costs to avoid printing that information which could be deemed libelous of unfit to print at a particular time.

The Clarion has outlined its objectives as a campus newspaper. It is now up to the administration and faculty to determine whether they want a good, objective newspaper or merely a campus newsletter.